



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **3A**

Authorship & Curriculum Supervisory Committee

| | |
|---------------------------------------|-----------------------|
| Mr Ali Manassra (General Supervision) | Ministry of Education |
| Mr Othman Diab Amer (Coordinator) | Ministry of Education |
| Mrs Reem Ayoush | Ministry of Education |
| Dr Samir M Rammal | Birzeit University |
| Dr Hazem Y Najjar | Bethlehem University |
| Ms Fatimah Easa Qassem | Ministry of Education |
| Mr Omar Abdullah Sabbah | Ministry of Education |
| Mr Imad Abdullah Jbour | Ministry of Education |
| Mr Hassan Karableyeh | Ministry of Education |
| Ms Rula Naji Khalil | Ministry of Education |
| Ms Sana Abed Wazwaz | Ministry of Education |
| Ms Tharwat Shukri | Ministry of Education |
| Mr Mohammad Nassar | Ministry of Education |





Authorship Supervisory Committee (original edition)

| | |
|----------------------------------|-----------------------|
| Dr Hazem Y Najjar (Head) | Bethlehem University |
| Dr Salem Aweiss | Birzeit University |
| Dr Omar Abu Al-Hummos | Al-Quds University |
| Mr Othman Diab Amer (Rapporteur) | Ministry of Education |

English Language Curriculum Team (original edition)

| | |
|----------------------------------|-------------------------|
| Dr Hazem Y Najjar | Bethlehem University |
| Dr Salem Aweiss | Birzeit University |
| Dr Omar Abu Al-Hummos | Al-Quds University |
| Dr Odeh J Odeh | Al-Najah University |
| Dr Samir M Rammal | Hebron University |
| Dr Nazmi Al-Masri | Gaza Islamic University |
| Ms I'tidal Abu Hamdiyah | Ministry of Education |
| Ms Majedah Dajani | Ministry of Education |
| Mr Imad Jabir | Hebron University |
| Mr Suhail Murtaja | Ministry of Education |
| Mr Othman Diab Amer (Rapporteur) | Ministry of Education |



Contents

| Unit and contexts | Language | page |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 All about me <ul style="list-style-type: none"> – Greeting people – Giving information about yourself and others | <i>Good morning/Good afternoon, children.</i> <i>I'm your teacher, Mr Ali.</i> <i>How are you? Fine, thanks.</i> Review: name, age, where someone is from, spelling, personal descriptions | 4 |
| 2 He's a doctor <ul style="list-style-type: none"> – Talking about jobs – Saying what members of your family do | <i>uncle, aunt</i> <i>doctor, nurse, police officer, teacher, dentist, farmer, driver</i> <i>one, two, three, four, five</i> <i>What's his/her job? He's/She's a dentist.</i> <i>Who's he/she? He's my grandfather./She's my grandmother.</i> Review: family members | 10 |
| 3 At the market <ul style="list-style-type: none"> – Buying food – Saying what food you like/don't like | <i>apples, figs, onions, melon, oranges, carrots, tomatoes, bananas, grapes, potatoes</i> <i>I'd like figs and bananas, please. Here you are.</i> <i>Thank you. That's 10 dinars.</i> <i>I don't like carrots.</i> Review: food, I like | 16 |
| 4 At the zoo <ul style="list-style-type: none"> – Talking about animals – Using colours and other words to describe things | <i>tiger, fox, giraffe, elephant, snake, monkey</i> <i>grey, brown, orange; It has no legs.</i> <i>six, seven, eight, nine, ten</i> Review: colours, adjectives | 22 |
| 5 Revision | Revision of the language in Units 1–4 | 28 |
| 6 I don't feel well <ul style="list-style-type: none"> – Saying what's wrong with you – Giving and understanding advice | <i>stomach, head, back, foot/feet, tooth/teeth</i> <i>I don't feel well. What's the matter?</i> <i>My head hurts. My teeth hurt.</i> <i>Go to the dentist. Go to the doctor. Go to bed. Have a rest.</i> <i>Take this medicine.</i> Review: parts of the body | 34 |
| 7 My day <ul style="list-style-type: none"> – Talking about your daily routine – Saying when you do things | <i>I get up. I go to school. I watch cartoons. I play computer games. I do homework. I go to bed.</i> <i>in the morning, in the afternoon, in the evening, at night</i> <i>What do you do in the morning?</i> <i>When do you get up?</i> | 40 |
| 8 It's sunny <ul style="list-style-type: none"> – Talking about the weather – Saying where people are | <i>What's the weather?</i> <i>It's rainy. It's windy. It's sunny. It's cloudy. It's hot. It's cold.</i> <i>swimming pool, beach, park, zoo, playground, river</i> <i>at the beach</i> Review: prepositions | 46 |
| 9 Revision | Revision of the language in Units 1–8 | 52 |
| My dictionary | | 58 |

1

Read. Listen and write.



1 Mr Ali is a teacher.

4 The girl is from Haifa.

2 Walid is 8.

5 Mr Ali is from Bethlehem too.

3 Walid is from Bethlehem.

2

Listen and say.



3

Say.



What's your name?

My name's **Walid**.

How old are you?

I'm **9**.

Where are you from?

I'm from **Bethlehem**.

4



1

Read and match.



1 How old are you?

2 What's your name?

3 How are you?

4 Where are you from?

a I'm from Jerusalem.

b I'm fine.

c I'm 8.

d My name's Hamzah.

2

Write and say.



How old are you?

I'm 6.



6

3

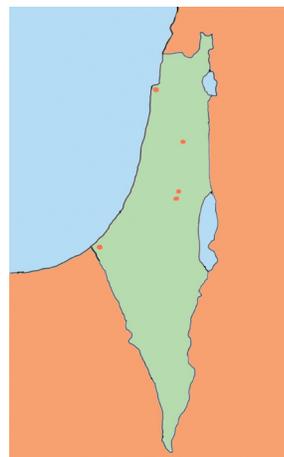
Find. Draw and write.



My name's _____.

I'm _____.

I'm from _____.



Unit 1 Period 3

1

Listen and write.



Nablus Haifa Ramallah Bethlehem Jerusalem Gaza



| | |
|-------------------|-------|
| What's her name? | Manar |
| How old is she? | |
| Where's she from? | |

| | |
|------------------|--|
| What's his name? | |
| How old is he? | |
| Where's he from? | |

2

Listen and say.



3

Listen and say.



4

Say.



What's her name?

Her name's Manar.

How old is she?

She's 9.

Where's she from?

She's from Haifa.



Unit 1 Period 4

1

Say.



How do you spell it?

Hamzah

Palestine

Bethlehem

Rana

Haifa

Walid

Jerusalem

Nablus

2

Read and circle.



1 His/Her name is Hala.

2 She's/He's 8.

3 He's/She's from Bethlehem.

4 Her/His name is Walid.

5 She's/He's 9.

6 He's/She's from Bethlehem too.

3

Write.



His He's Jerusalem
 8 ~~girl~~ Her
 boy She's



This is the new girl in our class. _____ name is Dalia.
 _____ 8. She's from _____.

This is the new _____ in our class. _____ name is Nader.
 He's _____ too. _____ from Haifa.

7





Unit 1 Period 5

1

Listen and write.



Reem

Nour

Hamzah

~~Omar~~

Dalal

Bilal

1



Omar

2



3



4



5



6



2

Listen and say.



3

Say.



This is Nour.

She has black hair and green eyes.





1 Write. Say.  

My She I He His Her
green blue brown black red blonde

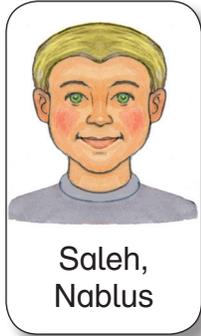
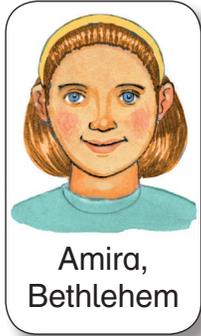
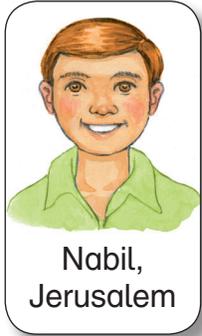
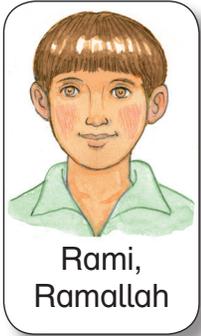
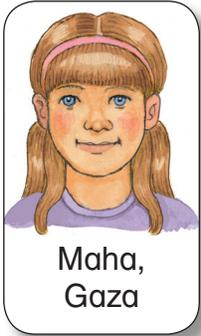
My name's _____.
I'm _____.
_____ have _____
hair and _____ eyes.

_____ name's _____.
He's/She's _____.
_____ has _____
hair and _____ eyes.

2 Write in your copybook. 

This is my cousin Manar. She's from Jerusalem.

3 Play. 



He has brown eyes.

He has red hair.

He comes from Jerusalem.

It's Nabil!

In Unit 1 children learned: to ask and say how they are
to ask and give someone's name



1

Listen and write.



What's **his** job?

He's a farmer.



doctor



nurse



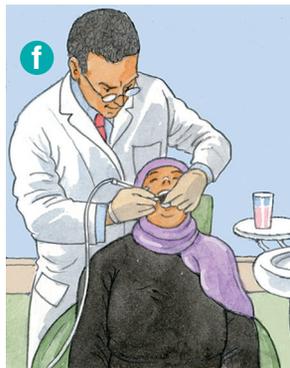
teacher



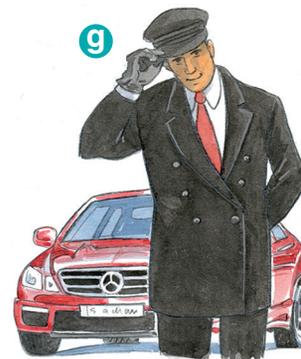
farmer



policeman



dentist



driver

2

Listen and say.



3

Say.

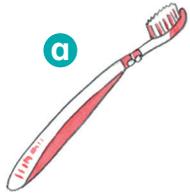


What's **her** job?

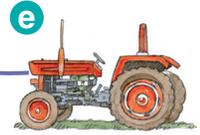
She's a dentist.



1 Read and match.



- 1 a farmer
- 2 a dentist
- 3 a nurse
- 4 a doctor
- 5 a policeman
- 6 a driver
- 7 a teacher



2 Write.

She's He's a dentist a nurse a teacher
 a policeman a driver a doctor



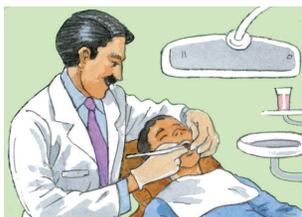
1 He's a teacher.



2 _____



3 _____



4 _____



5 _____



6 _____



1

Listen and match.



Who's she? She's my mum. She's a doctor.



mum

dad

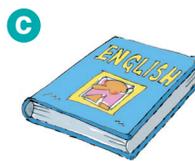
brother

grand-
mother

grand-
father

aunt

uncle



2

Read and do.



- I'm a dentist.
Open your mouth.
- I'm a doctor.
I can help.
- I'm a teacher.
Teacher says 'Hop!'

- I'm a policeman.
Stop, stop, stop!
- I'm a farmer.
Where are my sheep?
- I'm a driver.
Beep, beep, beep!

3

Sing.



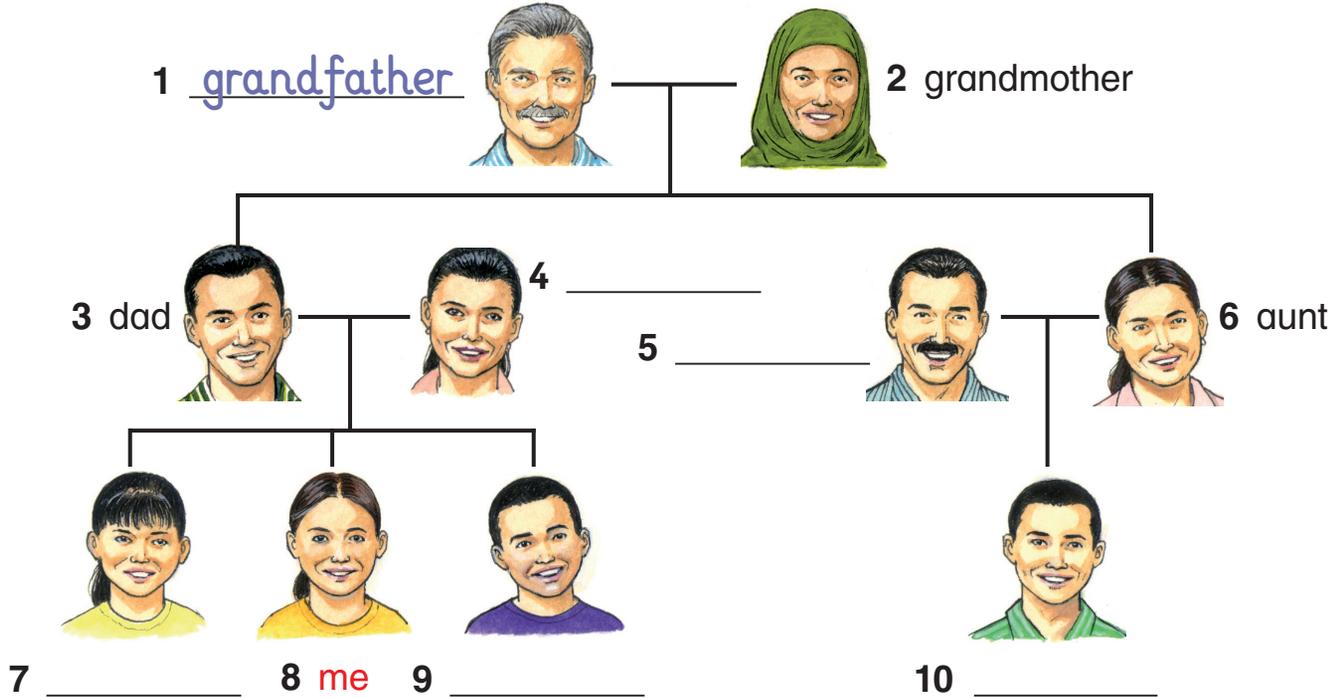


1 Write. Say.



| | |
|--------|------------------------|
| uncle | sister |
| cousin | grandfather |
| mum | brother |

Who's **he**? **He's** my **grandfather**.



2 Write.



1 cousin. / He's / my.
He's my cousin.

2 He's / uncle. / my

3 my / She's / aunt.

4 She's / grandmother. / my

5 my / dad. / He's

driver. / a / He's
He's a driver.

He's / teacher. / a

a / doctor. / She's

dentist. / She's / a

a / He's / policeman.



1

Listen and write.



one two ~~three~~ four five



I have three brothers.



I have _____ cousins.



I have _____ sisters.



I have _____ aunt.



I have _____ uncles.

2

Listen and say.



3

Say.



How many **cousins** do you have?

I have **five cousins**.



1 Read and match.



| | | | | |
|------|-------|-----|-----|------|
| 1 | 2 | 3 | 4 | 5 |
| four | three | one | two | five |

A blue line connects the number '1' in the top row to the word 'one' in the bottom row.

2 Write. Say.



one ~~two~~ three four five

| | | | | |
|----------|---------|-------|-------|---------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| brothers | cousins | uncle | aunts | sisters |

- 1 I have two brothers.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 Write in your copybook.



I have one sister and two brothers. I have five cousins.

4 Play.



Who's he/she? He's/She's a _____.

In Unit 2 children learned: to talk about jobs
 to talk about members of their family

1

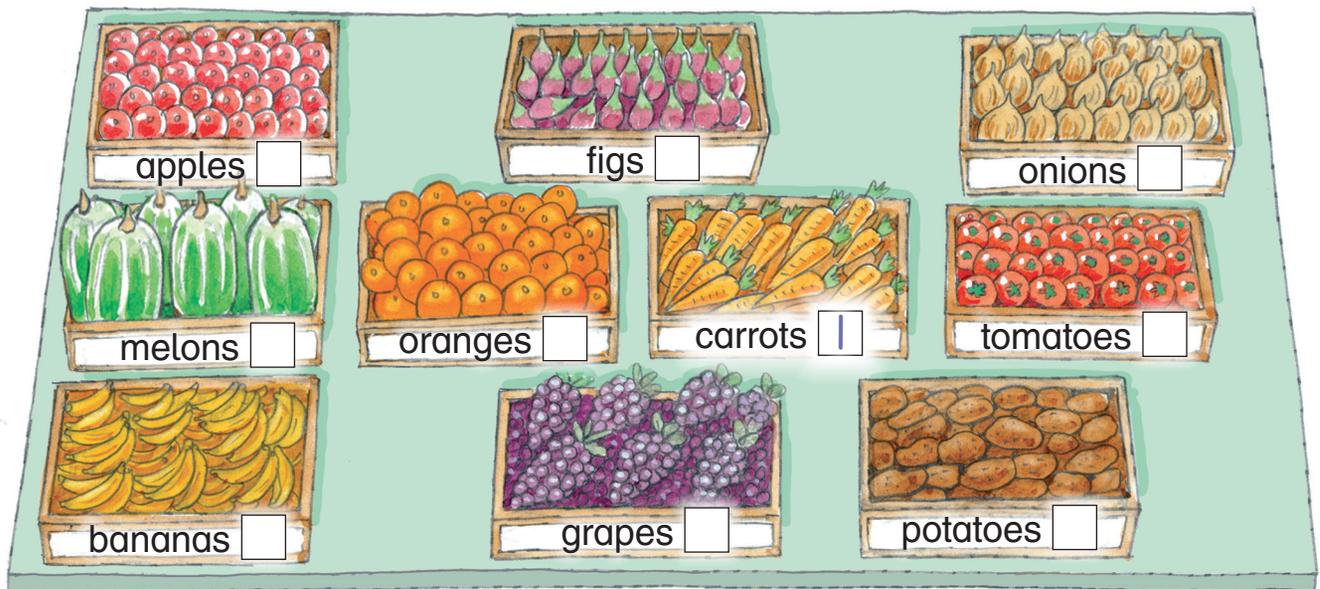
Listen and write.



I'd like **carrots** and **onions**, please.

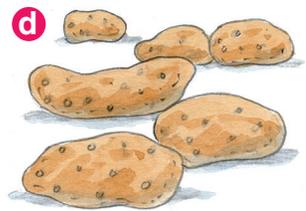
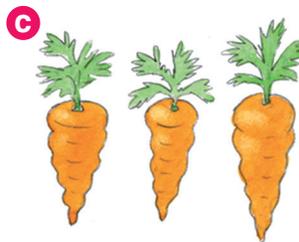
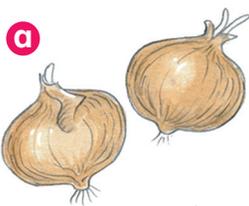
Here you are.

Thank you.



2

Listen and say.



3

Say.



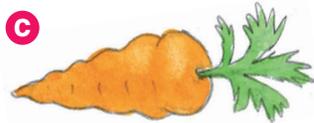
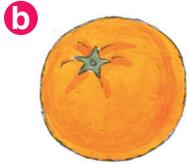
I'd like **oranges** and **figs**, please.

Here you are.

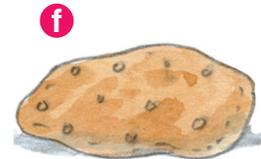
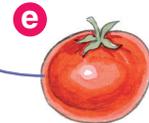
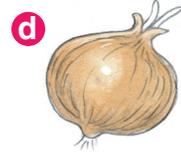
Thank you.



1 Read and match. 



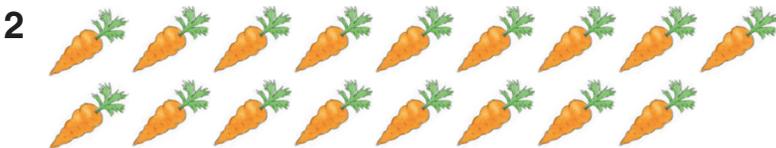
- 1 This is a tomato.
- 2 This is a carrot.
- 3 This is an orange.
- 4 This is an onion.
- 5 This is a banana.
- 6 This is a potato.

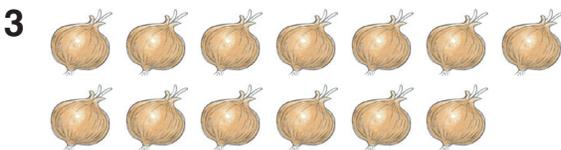


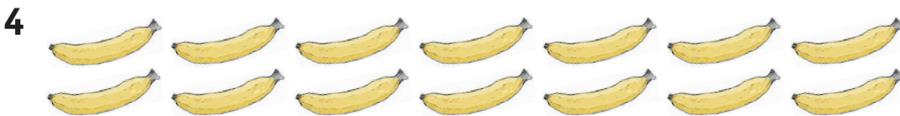
2 Count and write. 

onions carrots bananas oranges









3 Listen and write. 



Unit 3 Period 3

1

Listen and draw ☺/☹.



I like **chicken** and **biscuits**.

I don't like **onions** and **carrots**.



| | | | | | | | | |
|--------|--|---|--|--|--|--|--|--|
| | | | | | | | | |
| Walid | | ☺ | | | | | | |
| Hamzah | | | | | | | | |
| Hala | | | | | | | | |
| Nour | | | | | | | | |

2

Listen and say.



3

Say.

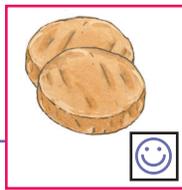
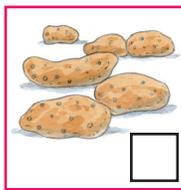
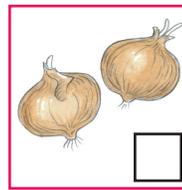
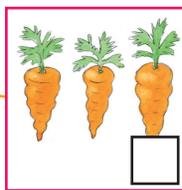
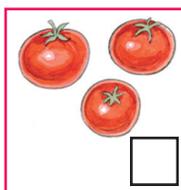
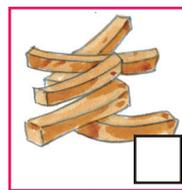


What food do you like?

I like **chips** and **tomatoes**.

I don't like **fish** and **biscuits**.

1 Find and draw 😊 / ☹️ . Say.   

| | | | | |
|----------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------|
| 1 I like |  |  |  | 4 I like |
| 2 I don't like |  |  |  | 5 I like |
| 3 I don't like | | | | 6 I don't like |

2 Write. 

carrots ~~potatoes~~ meat oranges
fish ice cream tomatoes chicken

1



I like potatoes.

I don't like _____

2



3



4



1

Listen. Find and write.



I'd like potatoes, lemons and chicken, please.

a



_____ D

b



_____ D

c



_____ D

d



_____ D

2

Listen and say.



3

Say.



I'd like bananas and oranges, please.

That's 12 dinars.

1

Choose and write. Say.



| | | | |
|--|--------------|--|---------------|
| | apples 4 D | | onions 3 D |
| | grapes 6 D | | potatoes 7 D |
| | chips 2 D | | ice cream 5 D |
| | biscuits 8 D | | tomatoes 4 D |
| | carrots 3 D | | chicken 7 D |
| | fish 9 D | | |

- 1 I like _____.
- 2 I don't like _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

D = dinars

2

Count and write. Say.



I'd like apples, carrots and fish.

That's 16 dinars.

- 1 _____ D + _____ D + _____ D = _____ D
- 2 _____ D + _____ D + _____ D = _____ D
- 3 _____ D + _____ D + _____ D = _____ D
- 4 _____ D + _____ D + _____ D = _____ D

3

Write in your copybook.



I'd like potatoes, chicken and onions, please.

4

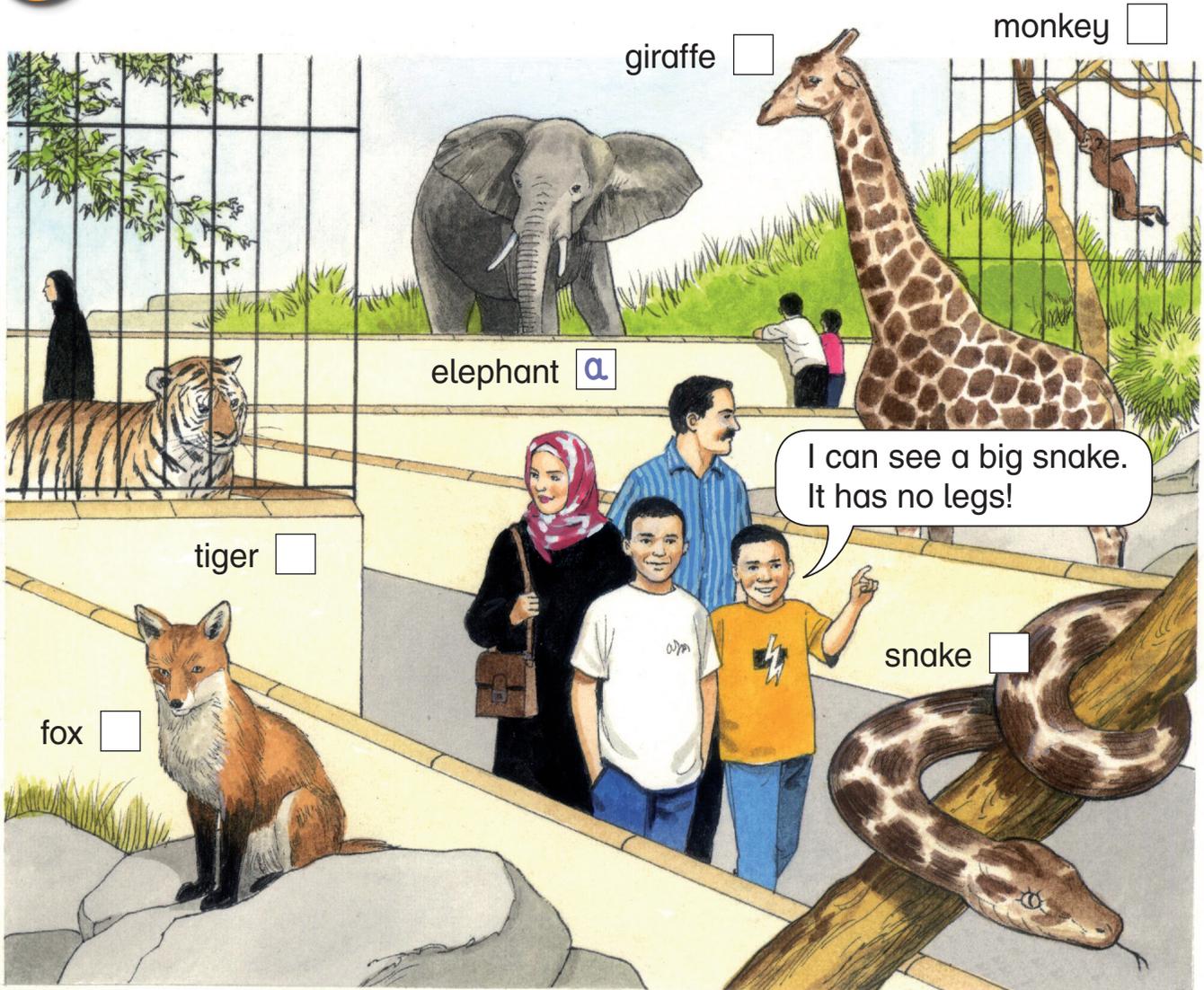
Play.



In Unit 3 children learned: to talk about food
to talk about likes and dislikes

1

Listen and write.



2

Listen and say.



3

Say.

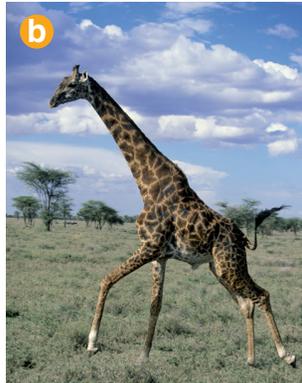


I can see a giraffe.

It's very big. It has four legs.



1 Read and write.  



- 1 This is a fox. It's small. It has 4 legs.
- 2 This is a tiger. It's big. It has ____ legs.
- 3 This is a snake. It's small. It has ____ legs.
- 4 This is a monkey. It's big. It has ____ legs.
- 5 This is an elephant. It's very big. It has ____ legs.
- 6 This is a giraffe. It's very big. It has ____ legs.

2 Choose and write. Say.  

big small very a an
elephant tiger fox snake giraffe monkey

This is my zoo.

This is _____. It's _____. It has _____ legs.

This is _____. It's _____. It has _____ legs.

This is _____. It's _____. It has _____ legs.



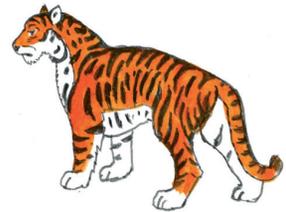
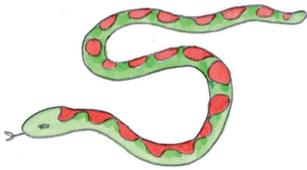
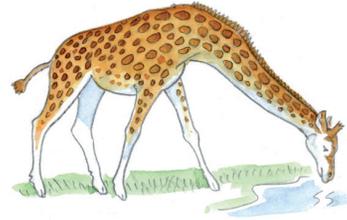
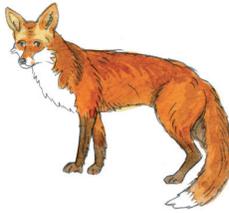
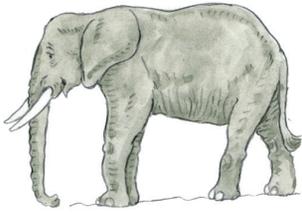
Unit 4 Period 3

1

Listen and write.



The monkey is black.



| | orange | white | black | brown | grey | green | red |
|----------|--------|-------|-------|-------|------|-------|-----|
| monkey | | | ✓ | | | | |
| tiger | | | | | | | |
| snake | | | | | | | |
| giraffe | | | | | | | |
| elephant | | | | | | | |
| fox | | | | | | | |

2

Listen and say.



3

Listen and circle.



a ten / five tigers

c eight / six elephants

e five / seven snakes

b eight / ten giraffes

d nine / seven foxes

f six / nine monkeys

4

Say.



What colour is the monkey?

It's black.

How many tigers are there?

There are ten.

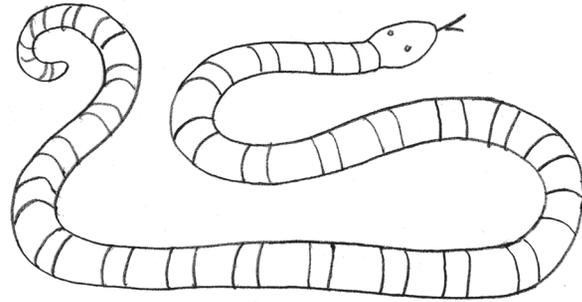
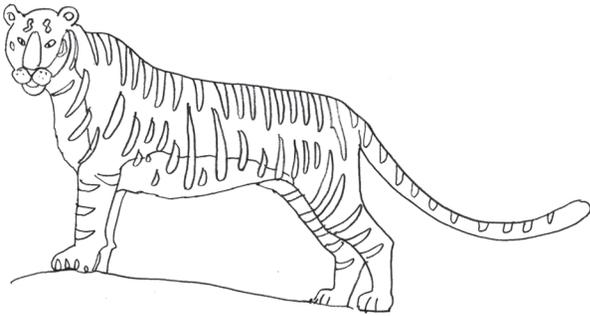


1

Read and write. Colour.



snake tiger



1 The _____ is orange and black.

2 The _____ is red and yellow.

2

Write.



ten five seven nine ~~one~~ three four eight two six

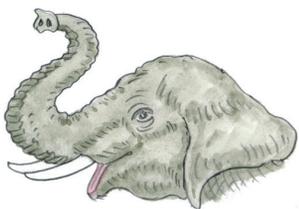
one

3

Write.



green red blue black yellow white brown grey



1 The giraffe is _____ and _____.

2 The monkey is _____, _____ and _____.

3 The elephant is _____.

4 The bird is _____ and _____.





Unit 4 Period 5

1

Listen and circle.



fast / slow



fast / slow



fast / slow



fast / slow



fast / slow



fast / slow

2

Listen and say.



3

Sing and do.



Five small monkeys up in the tree.
 Five small monkeys say eee-eee-eee.
 Come down, small monkey – play with me!
 Four small monkeys up in the tree.
 Four small monkeys ...
 Three small monkeys ...
 Two small monkeys ...
 One small monkey ...
 No small monkeys up in the tree.
 Lots of small monkeys playing with me.
 We're small monkeys – eee-eee-eee!
 Six small monkeys – eee-eee-eee!





1

Look and write. Say.



| | | | |
|-------|-------|--------|-------|
| small | big | fast | slow |
| brown | white | orange | black |

- This giraffe is slow. It's very _____.
It's _____ and _____. It has _____ legs.
- This tiger is _____. It's _____.
It's _____ and _____. It has _____ legs.
- This snake is _____. It's _____.
It's _____ and _____. It has _____ legs.

2

Read and say. Write.



I'm very big.
I have four legs.
I'm slow.
I'm grey.
What am I?

I'm _____
I have _____
I'm _____
I'm _____
What am I?

3

Write in your copybook.



This tiger is orange and black. It's big and fast.

4

Play.



In Unit 4 children learned: to talk about animals
to use colours and other descriptions



1

Listen and write.



doctor driver farmer policeman nurse teacher dentist



Mrs Muna,
Nablu



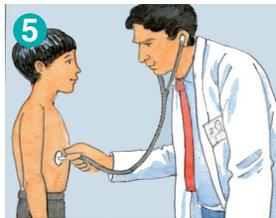
Miss Samira,
Jerusalem



Mr Basim,
Hebron



Mrs Nadia,
Jericho



Dr Salem,
Bethlehem

doctor



Mr Tariq,
Gaza



Mr Amir,
Ramallah

2

Listen and say.



3

Say.

What's **her** name?

Her name's **Mrs Muna**.

What's **her** job?

She's a **nurse**.

Where's **she** from?

She's from **Nablu**.



4

Write. Say.



How

What's

Where

My

I'm

What's your name?

_____ name's _____.

_____ old are you?

_____.

_____ are you from?

_____ from _____.

5

Find and say.



Who's this?

This is my **uncle**. His name's **Rami**. He's from **Jericho**. He's a **dentist**.

Rami, uncle



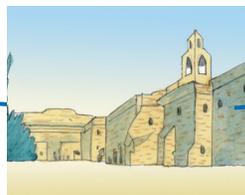
Sara, aunt



Ali, cousin



Manar, grandmother



Unit 5 Period 2

1

Listen and write.



I'd like **apples** and **bananas**, please.

That's **15** dinars, please.



1

- oranges
- bananas
- biscuits
- apples
- _____ D



3

- melon
- oranges
- chocolate
- carrots
- _____ D



2

- nuts
- tea
- juice
- milk
- rice
- carrots
- _____ D



4

- lemonade
- melon
- bananas
- juice
- biscuits
- dates
- _____ D



2

Listen and write.



3

Say.



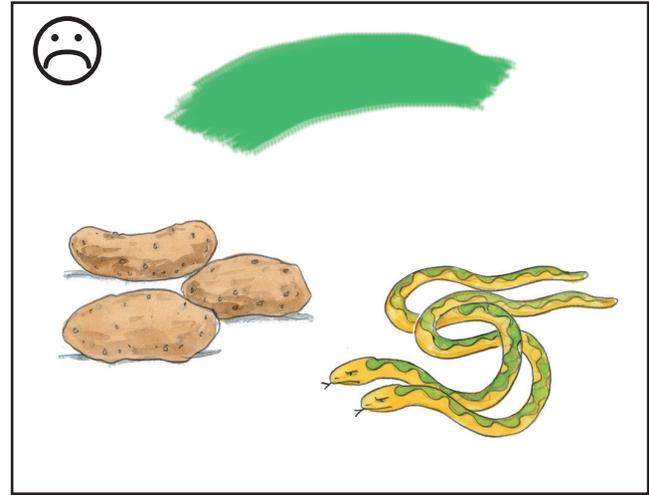
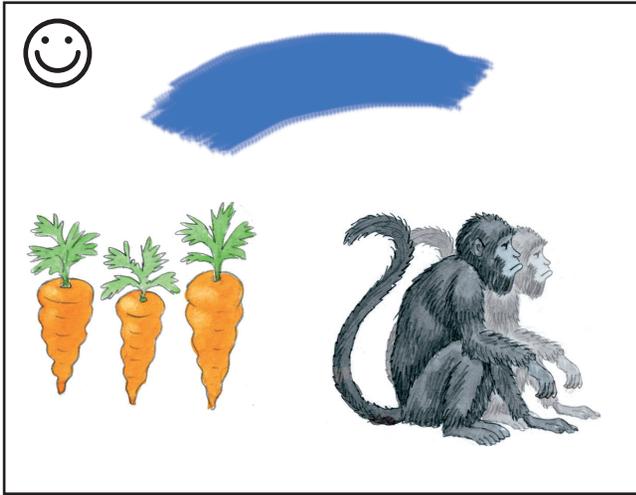
I'd like **juice** and **biscuits**, please.

That's **11** dinars, please.



4

Read and circle.

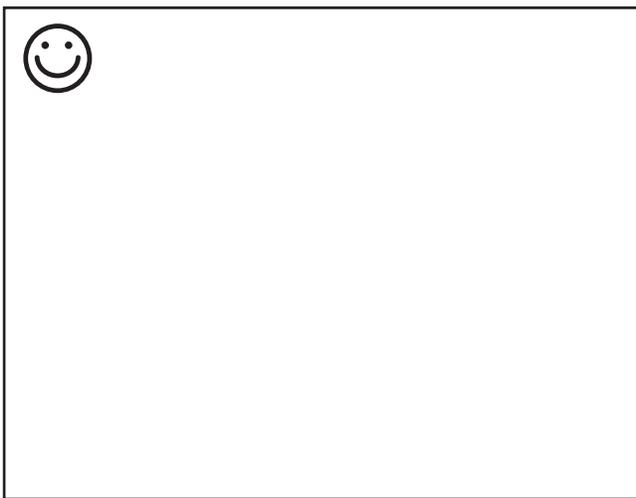


- 1 I like / don't like potatoes.
- 2 I like / don't like monkeys.
- 3 I like / don't like green.

- 4 I like / don't like carrots.
- 5 I like / don't like snakes.
- 6 I like / don't like blue.

5

Draw and write. Say.



I like _____ .
 _____ .
 _____ .

I don't like _____ .
 _____ .
 _____ .



1

Listen and write.



What can you see?

I can see a brown monkey.



2

Listen and say.

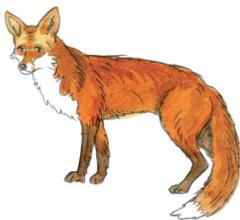


3

Say.



I can see a fox. It has four legs. It's brown and white.



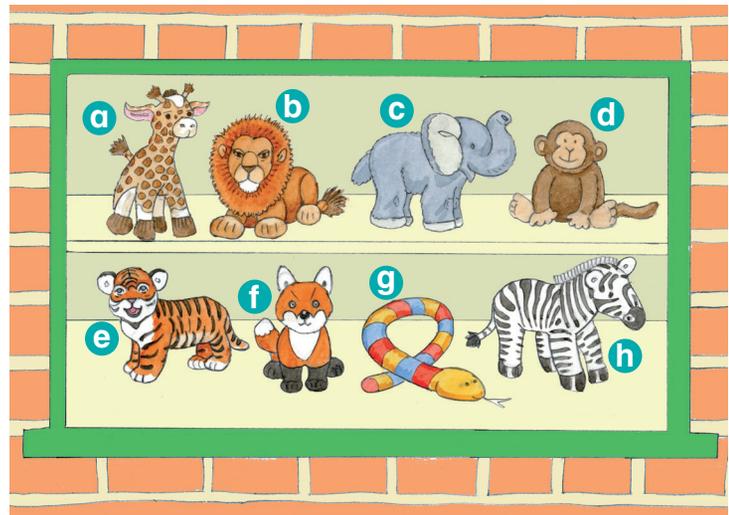


4

Read and write.



- 1 I'd like a snake, please. g
- 2 I'd like a monkey, please.
- 3 I'd like a fox, please.
- 4 I'd like a tiger, please.
- 5 I'd like a lion, please.
- 6 I'd like a giraffe, please.
- 7 I'd like an elephant, please.
- 8 I'd like a zebra, please.



5

Write.



I name's bananas zebra I'm
white don't ~~My~~ from like I'm



My _____ Hala. _____ eight.

_____ Bethlehem.

I like _____.

_____ dogs.

This is my _____. It's black and _____.

In Unit 5 children revised the language learned in Units 1–4



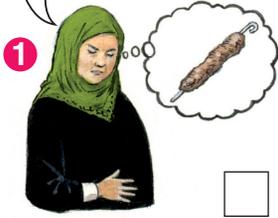
1

Listen and write.



What's the matter?

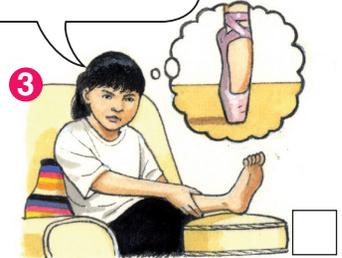
My stomach hurts.



My head hurts!



My foot hurts.



My back hurts.



My tooth hurts.



2

Listen and say.



tooth



teeth

foot



feet

3

Listen and do. Say.



4

Say and do.



What's the matter?

My foot hurts.





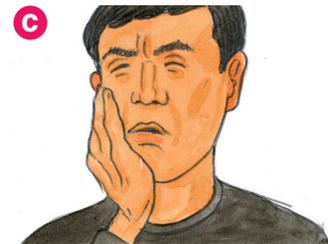
1

Read and match.



I don't feel well.

What's the matter?



- 1 My tooth hurts.
- 2 My back hurts.
- 3 My stomach hurts.
- 4 My foot hurts.
- 5 My teeth hurt.
- 6 My feet hurt.



2

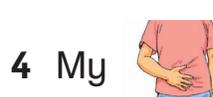
Write and circle. Say.



head feet ears stomach ~~back~~ teeth



back hurt / hurts.



_____ hurt / hurts.



_____ hurt / hurts.



_____ hurt / hurts.



_____ hurt / hurts.



_____ hurt / hurts.



1

Listen and match.



Go to the dentist.



Take this medicine.



Go to the doctor.



Have a rest.



Go to bed.

2

Listen and do.



3

Listen and say.



4

Say.



What's the matter?

Go to the dentist.

My teeth hurt.



1 Read and match. Say.   

- | | |
|-------------|----------------|
| 1 Go to the | a a rest. |
| 2 Take this | b the dentist. |
| 3 Go to | c to bed. |
| 4 Have | d doctor. |
| 5 Go | e medicine. |

2 Write. 

~~ear~~ hurt hurts legs
medicine doctor rest bed

- | | |
|------------------------|--------------------|
| 1 My <u>ear</u> hurts. | 5 Go to the _____. |
| 2 My nose _____. | 6 Have a _____. |
| 3 My eyes _____. | 7 Go to _____. |
| 4 My _____ hurt. | 8 Take this _____. |

3 Read and write.  

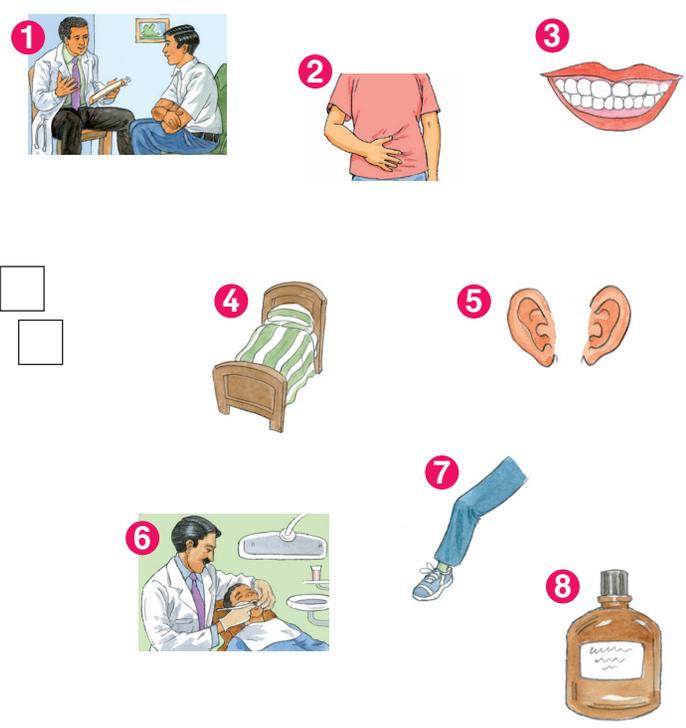
I don't feel well.
What's the matter? ...

My leg hurts. My leg hurts 7
Go to bed. Go to bed.

My stomach hurts. My stomach hurts.
Take this medicine. Take this medicine.

My ears hurt. My ears hurt.
Go to the doctor. Go to the doctor.

My teeth hurt. My teeth hurt.
Go to the dentist. Go to the dentist.

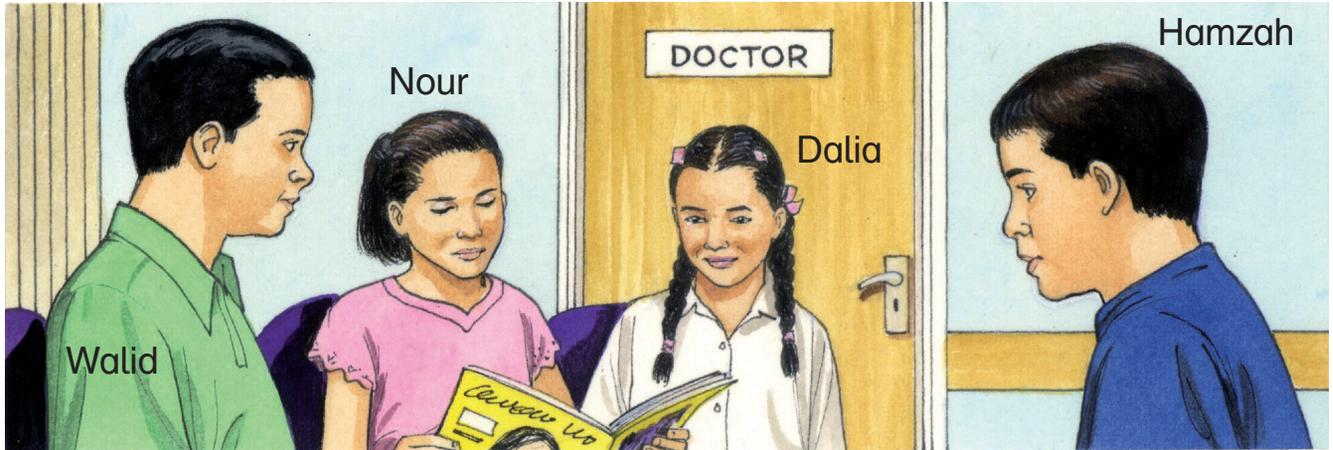


4 Sing and do. 

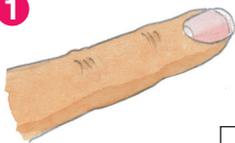


1

Listen and write.



1



2



3



W

4



5



6



7



8



2

Listen and say.



3

Say.



I don't feel well.

What's the matter?

My feet hurt.

Have a rest.

1



2



3



4



5



6



7



8





1 Look. Write.  

hands shoulder ears teeth back ~~feet~~ ~~nose~~ stomach

- 1 My feet hurt. _____ 5 _____
- 2 My nose hurts. _____ 6 _____
- 3 _____ 7 _____
- 4 _____ 8 _____

2 Write. Say.  

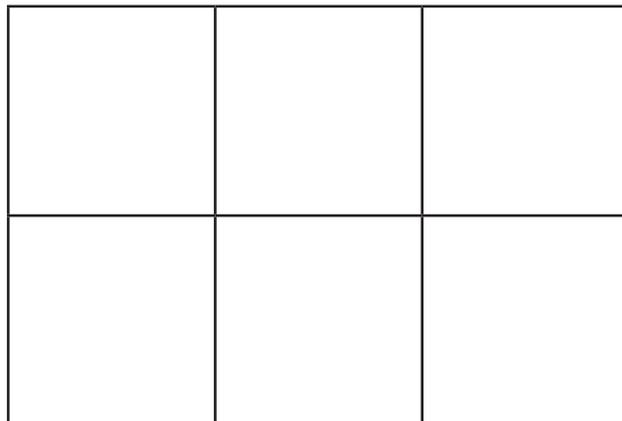
Doctor: Good _____. What's _____ ?
 Patient: I don't _____ well. My _____ hurts.
 Doctor: Take this _____ .
 Patient: Thank you! _____ .



3 Write in your copybook. 

I don't feel well. My head hurts and my feet hurt.

4 Play. 

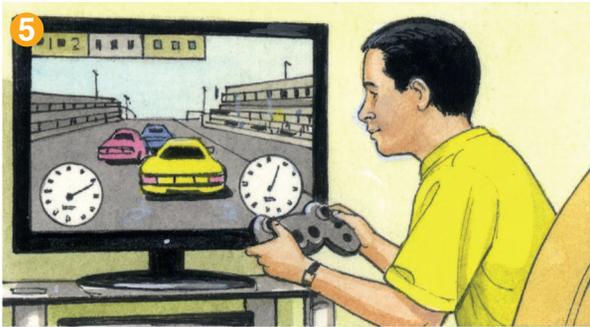
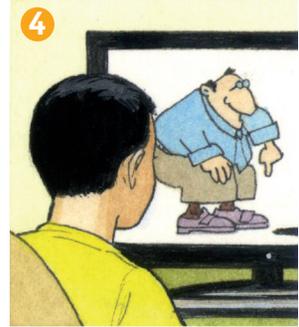
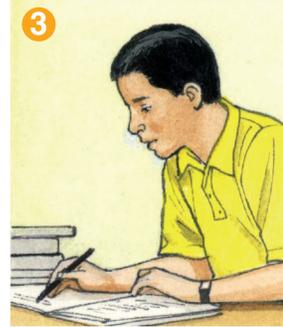
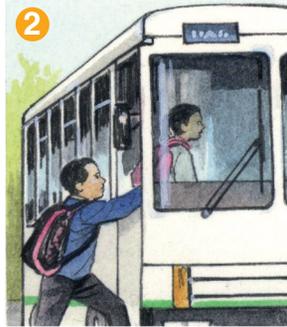


In Unit 6 children learned: to talk about feeling unwell
to give and understand advice



1

Write. Listen and check.



I go to school.

I watch cartoons.

I get up.

I go to bed.

I do homework.

I play computer games.

2

Listen and say.



3

Say.





1 Write. Say.  

play computer games go to bed ~~get up~~
go to school watch cartoons do homework

1 I get up.
2 _____
3 _____

4 _____
5 _____
6 _____

2 Write. 



games. / I / computer / play

1 I play computer games.



I / go / school. / to

4 _____



do / I / homework.

2 _____



bed. / I / to / go

5 _____



watch / cartoons. / I

3 _____



get / I / up.

6 _____



Unit 7 Period 3

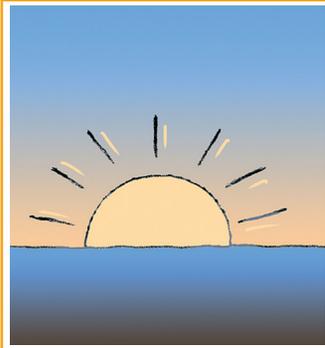
1

Listen and draw.

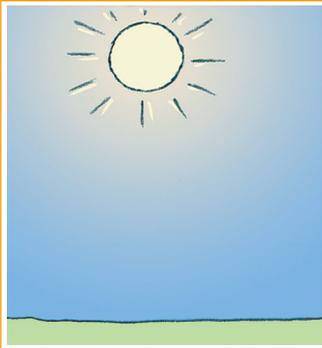


What do you do in the afternoon?

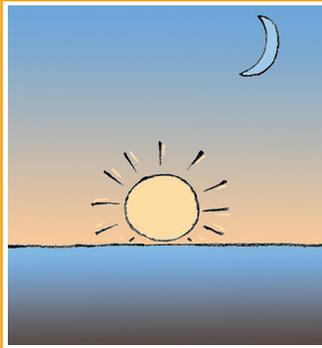
I do my homework.



morning



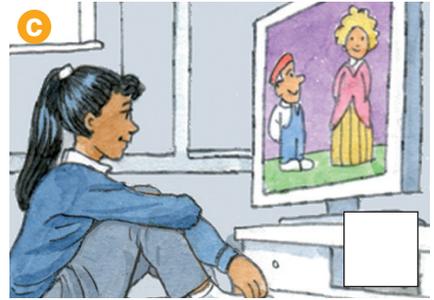
afternoon



evening



night



2

Listen and say.



3

Say.



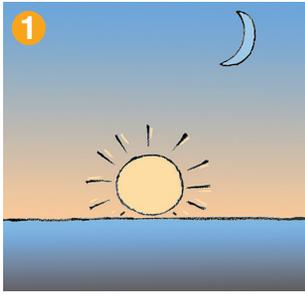
What do you do at night?

I go to bed.

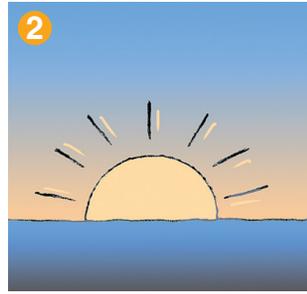


1

Read and circle.



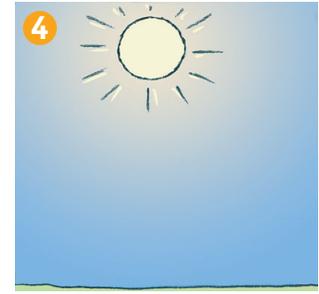
1



2



3



4

in the morning/
in the evening

in the morning/
at night

at night/
in the afternoon

in the evening/
in the afternoon

2

Write.



Four horizontal lines for writing.

3

Write.



night morning afternoon evening do play get

- 1 _____ I _____ to bed.
- 2 _____ I _____ computer games.
- 3 _____ I _____ homework.
- 4 _____ I _____ up.



1

Listen and write ✓/x.



1



in the afternoon

2



in the morning

3



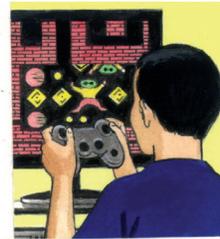
in the morning and the evening

4



in the afternoon and the evening

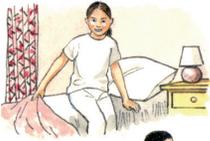
5



in the evening

2

Listen and say.



morning



afternoon



evening



night

3

Listen and say.



4

Say and do.



When do you go to bed?

At night.

What do you do in the evening?

We play computer games.



Unit 7 Period 6

1

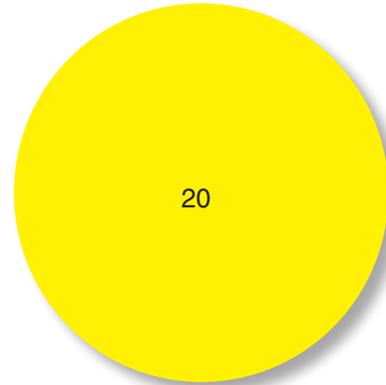
Read and write.



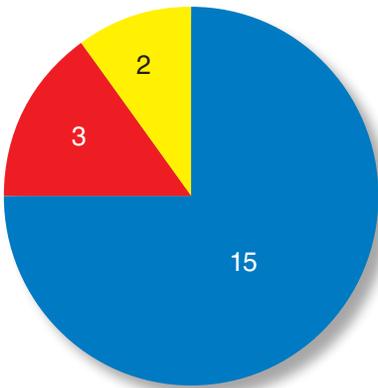
How many children ...

- a do homework in the evening? 3
- b go to school in the morning? _____
- c play computer games at night? _____
- d watch cartoons in the afternoon? _____
- e go to school in the afternoon? _____
- f watch cartoons in the morning? _____
- g play computer games in the afternoon? _____
- h do homework in the afternoon? _____

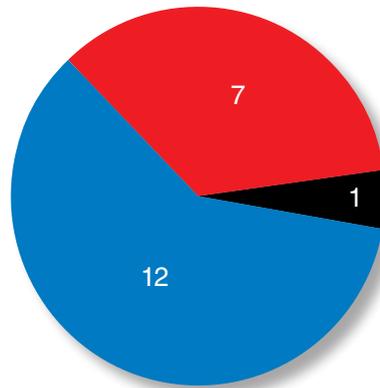
- = in the morning
- = in the afternoon
- = in the evening
- = at night



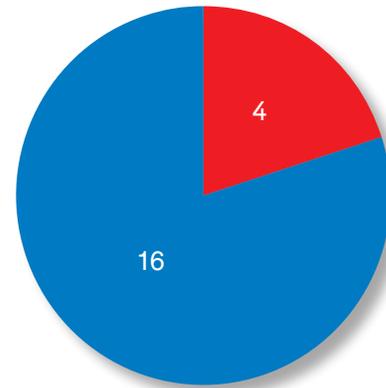
go to school



do homework



play computer games



watch cartoons

2

Say and colour.



3

Write in your copybook.



I play computer games in the afternoon.

4

Play.



In Unit 7 children learned: to talk about their daily routine

to say when they do things



1

Listen and write.



What's the weather?



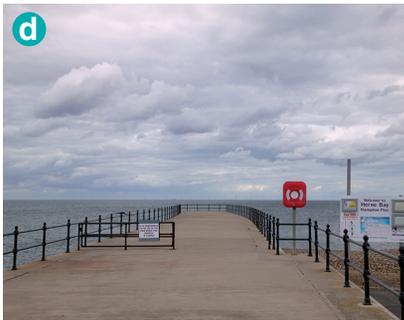
rainy



windy



sunny



cloudy



hot



cold

2

Say and do.



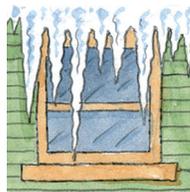
3

Do and say.



What's the weather?

It's rainy.





1 Read and match.



a



b



c



d



e



f



1 It's cold.

2 It's hot.

3 It's windy.

4 It's cloudy.

5 It's rainy.

6 It's sunny.

2 Write.



sunny

windy

rainy

~~cloudy~~

hot

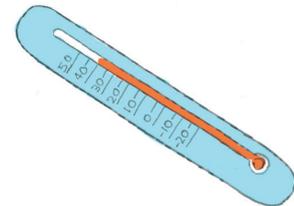
cold



1 It's cloudy.



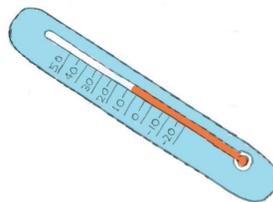
2 It's _____.



3 It's _____.



4 It's _____.



5 It's _____.



6 It's _____.





Unit 8 Period 3

1

Listen and draw.

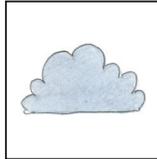


What's the weather?

It's **cloudy** at the **beach**.



at the beach



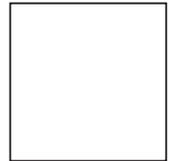
at the swimming pool



at the park



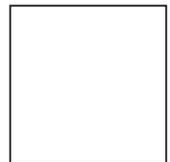
at the zoo



at the playground



at the river



2

Listen and say.



3

Say.



What's the weather at the **beach** ?

It's **cloudy**.





1 Read and match.



1



It's windy at the beach.

2



It's rainy at the playground.

3



It's cloudy at the swimming pool.

4



It's cold at the zoo.

5



It's sunny at the park.

6



It's hot at the river.



2 Listen and write.



1 What's the weather today?
What's the weather today?
It's cloudy. It's cloudy.
It's cloudy today.

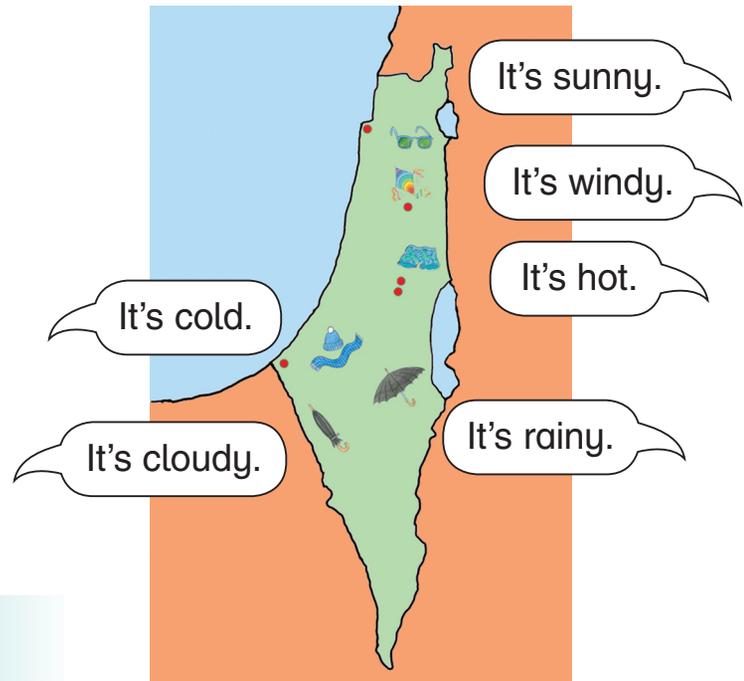
2 _____

3 _____

4 _____

5 _____

6 _____



3 Sing and do.



1

Write. Listen and check.



Where is **he**?

He's next to the trees.

Where is **she**?

She's ...

Where are **they**?

They're ...

a



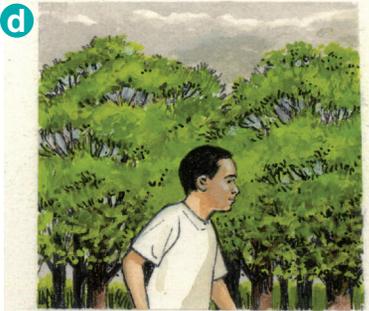
b



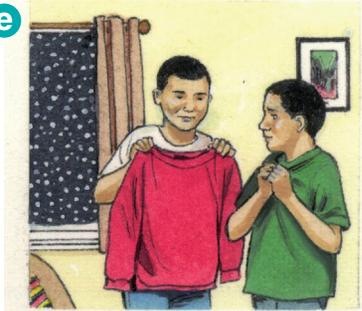
c



d



e



f



- 1 He's next to the trees. **d**
- 2 They're in the garden.
- 3 They're at home.

- 4 They're at school.
- 5 She's under the umbrella.
- 6 They're on the sand.

2

Listen and say.



3

Say.



Where are **they**?

They're in the garden. It's windy.



Unit 8 Period 6

1 Write.



she they he



she











2 Read and circle.



next to / under
the umbrella



on / in the sand



next to / in the trees



at / on home



under / in the garden



at the / at school

3 Write in your copybook.



It's cold at the zoo. It's hot at the river.

4 Play.

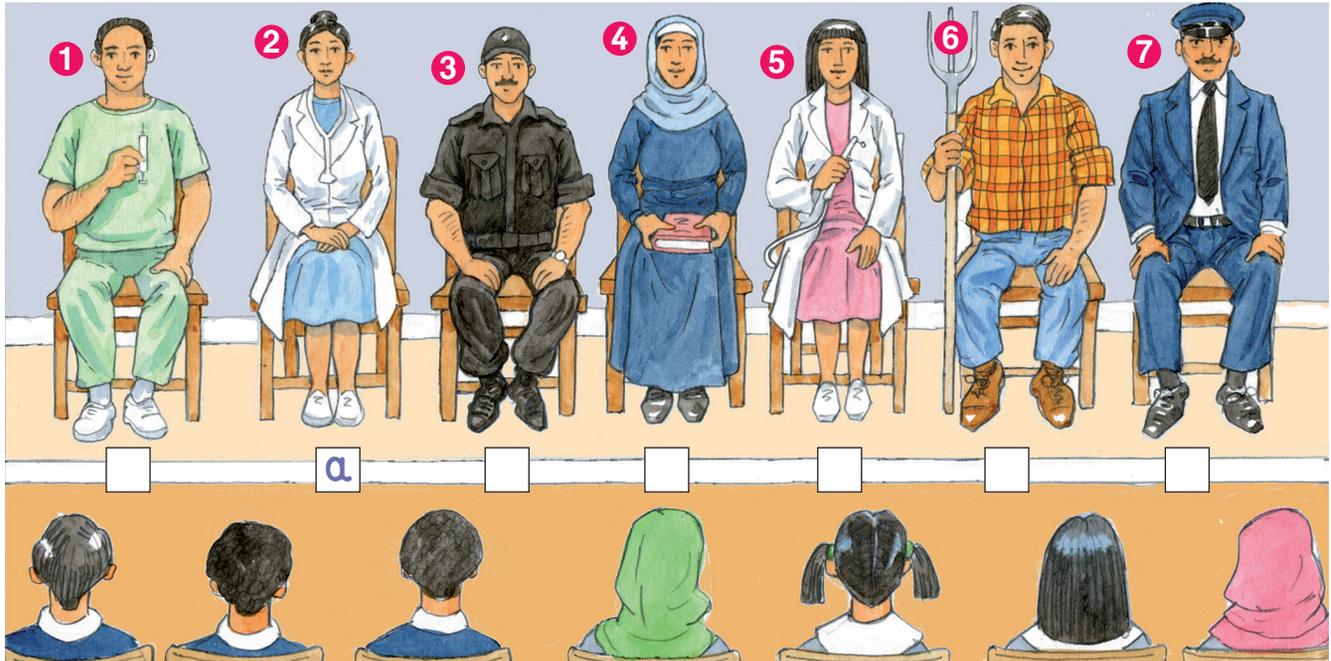


In Unit 8 children learned: to talk about the weather
to say where people are



1

Listen and write.



2

Listen and circle.



1 dad / mum / grandmother

5 uncle / aunt / grandfather

2 aunt / cousin / grandfather

6 grandfather / mum / grandmother

3 aunt / uncle / dad

7 cousin / uncle / dad

4 dad / grandfather / cousin

3

Listen and say.



4

Say.



What's **her** job?

She's a **dentist**.

Where's **she** from?

She's from **Ramallah**.

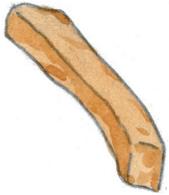


5

Read and draw 😊/☹️.



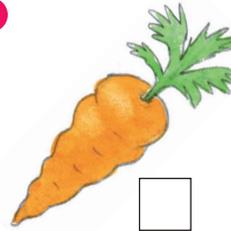
1



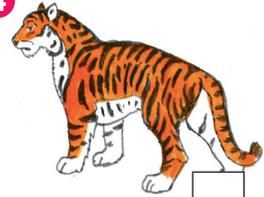
2



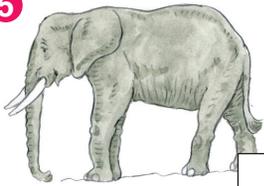
3



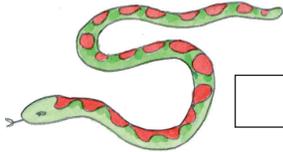
4



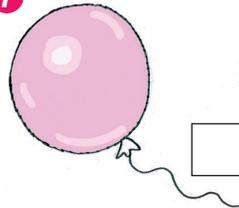
5



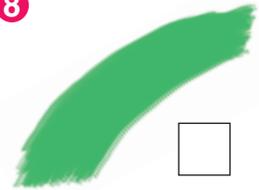
6



7



8



I don't like green.

I like chips.

I don't like biscuits.

I don't like elephants.

I like balloons.

I like carrots.

I don't like snakes.

I like tigers.

6

Write.



I like _____, _____ and _____.

I don't like _____, _____ and _____.

7

Write. Say.



What's your name?
 How old are you?
 Where are you from?
 What's your friend's name?
 How old is your friend?
 Where's your friend from?

My name's _____.
 I'm _____.
 I'm from _____.
 _____ name is _____.
 _____'s _____.
 _____'s from _____.





4

Read and write.



cloudy
~~sunny~~
windy
rainy

farmer
dentist
nurse
policeman

in
under
on
next to

sit
hurt
is
hurts



1 It's sunny. The _____ is _____
_____ the trees. His back _____.

2 The _____ is _____ the umbrella.
It's _____. The umbrella _____ red.



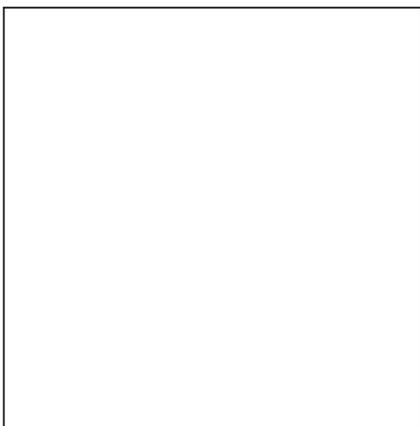
3 It's _____. The _____ says '_____
down.' He sits down _____ the chair.

4 The _____ looks _____ Samir's mouth.
His teeth _____. It's _____ today.



5

Think. Draw and write.





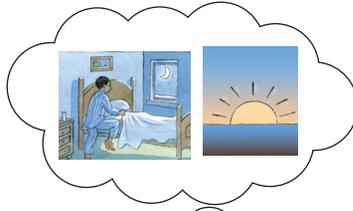
Unit 9 Period 3

1

Listen and write.



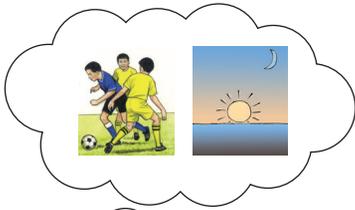
Nour



Nadia



Bilal



Walid



Hala and Amal



Hamzah and Walid

2

Listen and say.



3

Say.



What do you do in the afternoon?

We play computer games.

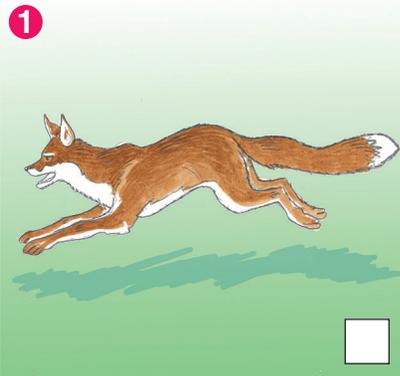
When do you go to bed?

At night.



4

Read and write. Say.



a

- What's the matter?
- I don't feel well. My stomach hurts.
- Take this medicine. Go to bed.

b

- This is a fox.
- It's brown and white.
- It has 4 legs.
- It's fast.

c

- I'd like biscuits and juice, please.
- That's 15 dinars.
- Here you are.
- Thank you.

5

Choose and write.



6

Say.



In Unit 9 children revised the language learned in Units 1–8



My Dictionary

Write the words in Arabic to help you remember what they mean.

Greetings

Hi _____

Hello _____

Good morning _____

Good afternoon _____

Bye _____

Goodbye _____

How are you? _____

Fine, thanks. _____

What's your name? _____

My name's ... _____

How old are you? _____

I'm (8). _____

Jobs

dentist _____

doctor _____

driver _____

farmer _____

nurse _____

policeman _____

teacher _____

Family

mum _____

dad _____

brother _____

sister _____

grandmother _____

grandfather _____

aunt _____

uncle _____

cousin _____

Hair/eye colours

black hair _____

blonde hair _____

brown hair _____

red hair _____

white hair _____

blue eyes _____

brown eyes _____

green eyes _____

Numbers (1)

one _____

two _____

three _____

four _____

five _____



Food

- apples _____
- bananas _____
- biscuits _____
- carrots _____
- chips _____
- figs _____
- grapes _____
- onions _____
- oranges _____
- potatoes _____
- tomatoes _____
- bread _____
- cheese _____
- chicken _____
- chocolate _____
- fish _____
- ice cream _____
- meat _____
- rice _____
- salad _____

Animals

- elephant _____
- fox _____
- giraffe _____
- lion _____
- monkey _____
- snake _____
- tiger _____
- zebra _____

Colours

- black _____
- blue _____
- brown _____
- green _____
- grey _____
- orange _____
- pink _____
- purple _____
- red _____
- white _____
- yellow _____

Opinions

- I like _____
- I don't like _____





Numbers (2)

six _____

seven _____

eight _____

nine _____

ten _____

Adjectives

fast _____

slow _____

very fast _____

very slow _____

My body

back _____

ear _____

eye _____

face _____

finger _____

foot _____

feet _____

hand _____

head _____

leg _____

mouth _____

nose _____

shoulder _____

stomach _____

tooth _____

teeth _____

My back hurts. _____

My teeth hurt. _____



Health advice

Go to the doctor.

Go to the dentist.

Have a rest.

Go to bed.

Take this medicine.

Weather

It's cloudy.

It's rainy.

It's sunny.

It's windy.

It's cold.

It's hot.

Daily routines

I get up.

I go to school.

I do homework.

I watch cartoons.

I play computer games.

I go to bed.

Places

beach

church

house

mosque

park

playground

river

school

shop

swimming pool

zoo

Times of day

in the morning

in the afternoon

in the evening

at night





Prepositions

at _____
between _____
in _____
next to _____
on _____
under _____

Pronouns

I _____
you _____
he _____
she _____
it _____
we _____
they _____





Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-41546-1

Text © Macmillan Publishers Limited 2011
Written by Wendy Arnold

Design and illustration © Macmillan Publishers Limited 2011

First published 2011

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Melissa Orrom Swan
Typeset by J & D Glover Ltd
Illustrated by Mike Lacey & Robin Lawrie
Cover design by Macmillan Publishers Limited 2011
Cover illustration by Jenny Mumford

The author would like to thank her wonderfully patient project manager, Tracy Traynor and the publishing team at Macmillan, as well as all the committee in Palestine who have tirelessly given their time to this project.

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Alamy/Corbis pp23 (tl), 26 (tc), Alamy/Cultura RM p46 (tc), Alamy/J Richards p46 (bc), Alamy/River Dobbs pp 48 (br), 49 (cl), Alamy/Roger Hutchings p46 (tl), Alamy/RT mages p46 (tr & bl), Alamy/Tim Gander pp48 (tr), 49 (tr); **BrandX** pp48(tr), 49(bl); **Corbis** pp 48 (tr), 49 (tr); **FLPA**/David Hosking pp23 (bl), p26 (tr), FLPA/Ernst Wiba/Imagebroker pp48 (cr), 49 (bl), FLPA/Michael & Patricia Fogden pp23 (tr), p26 (bl), FLPA/Paul Sawyer pp23 (bc), 26 (tl), FLPA/Pete Oxford/Minden Pictures pp23 (br), 26 (bc), FLPA/Winifried Wisniewski/FN/Minden Pictures pp 23 (tc), p26 (br); **Photoalto** pp 48(bl), 49(tl); **Photodisc**/Getty Images p46 (br).

Any views expressed in this publication are those of the Palestinian National Authority and represented by the Publisher on behalf of the Authority.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Palestine

2018 2017 2016 2015 2014
10 9 8 7 6 5 4 3

